

**Houston Independent School District**  
**Teacher Observation of Fluency**

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Please complete the following form to the best of your knowledge. Information you provide will greatly assist us in the pre-referral/evaluation process.*

1. When did you first notice that the student was having difficulty with speech? \_\_\_\_\_

\_\_\_\_\_

2. Do you think the student's speech problem is affecting academic success? \_\_\_\_ Yes \_\_\_\_ No

If yes, describe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think the student is concerned about speech? \_\_\_\_ Yes \_\_\_\_ No

If yes, describe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you think the student's speech is affecting teacher relationships? \_\_\_\_ Yes \_\_\_\_ No

If yes, describe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Do you think the student's speech is impacting peer relationships at school? \_\_\_\_ Yes \_\_\_\_ No

If yes, describe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Comments (Please use the back of this page, if needed.):

# Houston Independent School District Teacher Checklist of Fluency Concerns

Student's Name: \_\_\_\_\_  
Person Completing the Form: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
Date: \_\_\_\_\_

*Please check all that apply to the student's speech:*

- ☐ Shows visible signs of frustration, such as getting angry, upset, or anxious during/after disfluency and may even avoid talking
- ☐ Avoids situations in which teasing or embarrassment may occur
- ☐ Disfluency tends to come and go. Please explain: \_\_\_\_\_  
\_\_\_\_\_
- ☐ Prefers to use gestures or written communication due to difficulties with speech
- ☐ Disfluency appears to be affecting self-esteem and attitude toward self
- ☐ Disfluent speech causes negative reactions from listener
- ☐ Whole word and/or phrase repetitions  
Examples: "Can – can – can we go to the park?" or "Can we – can we go to the park?"
- ☐ Sound or syllable repetitions  
Example: "W – w – when can we go to the park?" or "Whe – whe- When can we go to the park?"
- ☐ Sound prolongations  
Example: "Leeeeeeeeeet's go to the park!"
- ☐ Blocks (no sound is produced for a period of time)  
Example: "I want to go to the .....park."
- ☐ Interjections  
Example: "I want to uh-uh-uh go to the park."
- ☐ Avoids eye contact while speaking
- ☐ Secondary characteristics are present while speaking  
Examples: Eye blinks, hand or foot movements, facial grimaces (other) \_\_\_\_\_
- ☐ Switches one word or phrase for another
- ☐ Associated language, voice quality (changes in pitch or loudness), articulation concerns

Additional Comments (Please use the back of this page, if needed.):